



# Correlation to the **Common Core State Standards**

**Literacy By Design**

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Grade 5**

**COMMON  
CORE**



HOUGHTON MIFFLIN HARCOURT

**Houghton Mifflin Harcourt**  
***Literacy by Design***

correlated to the

**Common Core State Standards Initiative for English Language Arts**  
**Grade 5**

Standard	Descriptor	Citations
<b>Reading: Literature</b>		
	<b>Key Ideas and details</b>	
<b>1.</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Comprehensive Teacher's Guide: 340, 341 Small Group Reading Teacher's Guide: 130, 165
<b>2.</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Comprehensive Teacher's Guide: 24, 64, 75, 81, 90, 130, 156, 196, 222, 262, 288, 328, 354, 378, 394, 420, 422–423, 444, 460, 486, 526 Small Group Reading Teacher's Guide: 50, 163, 253, 295
<b>3.</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Comprehensive Teacher's Guide: 284, 326, 445 Small Group Reading Teacher's Guide: 128, 293
	<b>Craft and Structure</b>	
<b>4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Comprehensive Teacher's Guide: 242, 244, 246, 248, 256–257, 293, 454–455, 488–489 Small Group Reading Teacher's Guide: 14, 164, 165, 249
<b>5.</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Comprehensive Teacher's Guide: 247, 379 Small Group Reading Teacher's Guide: 204

Standard	Descriptor	Citations
6.	Describe how a narrator's or speaker's point of view influences how events are described.	Comprehensive Teacher's Guide: 17, 124–125, 207, 213 Small Group Reading Teacher's Guide: 59
	<b>Integration of Knowledge and Ideas</b>	
7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Comprehensive Teacher's Guide: 8, 40, 49, 74, 343, 344, 348, 350, 391, 392, 474, 476, 480, 482, 523 Small Group Reading Teacher's Guide: 8, 294
8.	(Not applicable to literature)	N/A
9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Comprehensive Teacher's Guide: 276, 278, 325 Small Group Reading Teacher's Guide: 50, 283
	<b>Range of reading and Level of text Complexity</b>	
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Comprehensive Teacher's Guide: 20, 62, 86, 128, 152, 194, 218, 260, 284, 326, 350, 392, 416, 458, 482, 524 Small Group Reading Teacher's Guide: 3, 5, 8, 10, 13, 15, 43, 45, 48, 50, 53, 55, 83, 85, 88, 90, 93, 95, 123, 125, 128, 130, 133, 135, 163, 165, 168, 170, 173, 175, 203, 205, 208, 210, 213, 215, 243, 245, 248, 250, 253, 255, 283, 285, 288, 290, 293, 295

Standard	Descriptor	Citations
<b>Reading: Informational Text</b>		
	<b>Key Ideas and details</b>	
1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Small Group Reading Teacher's Guide: 24, 118
2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Comprehensive Teacher's Guide: 17, 32, 56, 98, 110, 112, 114, 116, 122, 161, 164, 174, 188, 230, 254, 294, 320, 362, 374, 376, 380, 382, 386, 428, 438, 442, 446, 448, 452, 491, 492, 494, 516 Small Group Reading Teacher's Guide: 18, 38, 68, 75, 79, 104, 105, 153, 183, 228, 278, 310, 315
3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Comprehensive Teacher's Guide: 88 Small Group Reading Teacher's Guide: 63, 258
	<b>Craft and Structure</b>	
4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Comprehensive Teacher's Guide: 8, 14, 16, 18, 24, 26, 40, 46, 48, 56, 58, 74, 80, 82, 90, 92, 106, 112, 114, 122, 124, 140, 146, 148, 156, 158, 160, 172, 178, 180, 188, 190, 206, 212, 214, 222, 224, 238, 244, 246, 272, 278, 280, 288, 290, 304, 310, 312, 320, 322, 338, 344, 346, 354, 356, 370, 376, 378, 386, 388, 404, 410, 412, 420, 422, 436, 442, 444, 452, 454, 470, 476, 478, 486, 488, 502, 508, 510, 518, 520 Small Group Reading Teacher's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317

Standard	Descriptor	Citations
5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Essential Resources: 30
6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Comprehensive Teacher's Guide: 282 Essential Resources: 21
<b>Integration of Knowledge and Ideas</b>		
7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Comprehensive Teacher's Guide: 122, 124, 126, 149, 159, 225, 247, 281, 291, 380, 413, 423 Small Group Reading Teacher's Guide: 141
8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Comprehensive Teacher's Guide: 281, 413 Essential Resources: 26
9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Comprehensive Teacher's Guide: 149, 159, 225, 247, 281, 291, 413, 423
<b>Range of reading and Level of text</b>		
10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently	Comprehensive Teacher's Guide: 30, 52, 96, 118, 162, 184, 228, 251, 294, 316, 360, 382, 426, 448, 492, 514 Small Group Reading Teacher's Guide: 18, 20, 23, 25, 28, 30, 33, 35, 38, 40, 58, 60, 63, 65, 68, 70, 73, 75, 78, 80, 98, 100, 103, 105, 108, 110, 113, 115, 118, 120, 138, 140, 143, 145, 148, 150, 153, 155, 158, 160, 178, 180, 183, 185, 188, 190, 193, 195, 198, 218, 220, 223, 225, 228, 230, 233, 235, 238, 240, 258, 260, 263, 265, 268, 270, 273, 275, 278, 280, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
	<b>Phonics and Word recognition</b>	
<b>3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>a.</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Comprehensive Teacher's Guide: 8, 14, 16, 24, 26, 28, 40, 46, 48, 56, 58, 60, 74, 80, 82, 272, 278, 280, 288, 290, 292, 304, 310, 312, 320, 323, 324, 420, 422, 424, 436, 442, 444, 452, 454, 456, 486, 488, 490 Small Group Reading Teacher's Guide: 11, 16, 21, 26, 41, 51, 66, 71, 74, 86, 91, 101, 106, 139, 146, 156, 168, 176, 186, 191, 196, 216, 231, 239, 246, 271, 276, 281, 308, 309
	<b>Fluency</b>	
<b>4.</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>a.</b>	Read on-level text with purpose and understanding.	Comprehensive Teacher's Guide: 16, 82, 114, 148, 246, 346, 510 Small Group Reading Teacher's Guide: 29, 64, 69, 99, 114, 124, 134, 139, 154, 164, 184, 189, 234, 239, 249, 259, 269, 274, 284, 289, 314
<b>b.</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Comprehensive Teacher's Guide: 48, 180, 214, 280, 312, 378, 412, 444, 478 Small Group Reading Teacher's Guide: 4, 9, 14, 19, 24, 34, 39, 44, 49, 54, 59, 74, 84, 89, 94, 104, 109, 119, 129, 144, 149, 159, 169, 174, 179, 194, 204, 209, 214, 219, 224, 229, 244, 264, 279, 294, 299, 304, 309, 319
<b>c.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Comprehensive Teacher's Guide: 293, 294

Standard	Descriptor	Citations
<b>Writing Standards</b>		
	<b>Text Types and Purposes</b>	
<b>1.</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>a.</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Comprehensive Teacher's Guide: 412, 417, 425, 427 Small Group Reading Teacher's Guide: 20, 180, 295, 305
<b>b.</b>	Provide logically ordered reasons that are supported by facts and details.	Comprehensive Teacher's Guide: 415, 417, 425, 427
<b>c.</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Writer's Resource Guide: 57
<b>d.</b>	Provide a concluding statement or section related to the opinion presented.	Small Group Reading Teacher's Guide: 427
<b>2.</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
<b>a.</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Comprehensive Teacher's Guide: 151, 153, 161, 163, 217, 219, 227, 229, 349, 351, 361 Small Group Reading Teacher's Guide: 30, 40, 150, 285, 290
<b>b.</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Comprehensive Teacher's Guide: 151, 153, 163, 217, 219, 229, 349, 351, 361
<b>c.</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Writing Bridge: 21
<b>d.</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Comprehensive Teacher's Guide: 151, 153, 163, 217, 219, 229, 349, 351, 361
<b>e.</b>	Provide a concluding statement or section related to the information or explanation presented.	Writing Bridge: 18

Standard	Descriptor	Citations
<b>3.</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>a.</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Comprehensive Teacher's Guide: 19, 21, 29, 31, 51, 53, 61, 63, 249, 251, 259, 261, 315, 317, 381, 383, 513, 515, 525
<b>b.</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Comprehensive Teacher's Guide: 21, 29, 31, 51, 53, 61, 63, 249, 251, 259, 261, 383, 513, 515
<b>c.</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Comprehensive Teacher's Guide: 179, 315, 317, 381
<b>d.</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Comprehensive Teacher's Guide: 63
<b>e.</b>	Provide a conclusion that follows from the narrated experiences or events.	Comprehensive Teacher's Guide: 51, 53
	<b>Production and Distribution of Writing</b>	
<b>4.</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Comprehensive Teacher's Guide: 19, 21, 29, 31, 53, 83, 85, 87, 173, 179, 181, 183, 185, 193, 249, 251, 259, 261, 315, 317, 325, 327, 391, 411, 447, 449
<b>5.</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	Comprehensive Teacher's Guide: 9, 15, 21, 25, 27, 87, 107, 113, 119, 123, 125, 129, 141, 147, 153, 157, 163, 185, 195, 219, 229, 239, 245, 251, 255, 257, 261, 273, 279, 289, 291, 351, 359, 391, 393, 405, 411, 421, 423, 449, 457, 459, 483, 491, 493, 503, 509, 515, 519, 521, 523, 525



Standard	Descriptor	Citations
6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Comprehensive Teacher's Guide: 379, 387, 489 Essential Resources: 4
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Comprehensive Teacher's Guide: 149, 159, 225, 247, 281, 291, 380, 413, 423 Small Group Reading Teacher's Guide: 105, 141, 145
8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Comprehensive Teacher's Guide: 283, 285, 293, 295
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Essential Resources: 11, 21, 30
b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Essential Resources: 21, 26, 30
<b>Range of Writing</b>		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Comprehensive Teacher's Guide: 19, 21, 29, 31, 51, 53, 61, 63, 85, 87, 95, 97, 117, 119, 127, 129, 183, 185, 193, 195, 217, 219, 259, 261, 325, 327, 391, 393, 452, 459, 481, 483

Standard	Descriptor	Citations
<b>Speaking and Listening Standards</b>		
	<b>Comprehension and Collaboration</b>	
<b>1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
<b>a.</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Comprehensive Teacher's Guide: 20, 30, 52, 62, 86, 96, 118, 128, 152, 162, 184, 194, 218, 228, 250, 260, 284, 294, 316, 326, 350, 360, 382, 392, 416, 426, 448, 458, 482, 492, 514, 524 Small Group Reading Teacher's Guide: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179, 184, 189, 194, 199, 204, 209, 214, 219, 224, 229, 234, 239, 244, 249, 254, 259, 264, 269, 274, 279, 284, 289, 294, 299, 304, 309, 314, 319
<b>b.</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	Comprehensive Teacher's Guide (representative pages): 9, 25, 41, 57, 91 Essential Resources: 6
<b>c.</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Small Group Reading Teacher's Guide: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320
<b>d.</b>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Small Group Reading Teacher's Guide: 60
<b>2.</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Comprehensive Teacher's Guide: 440, 442, 491 Small Group Reading Teacher's Guide: 18

Standard	Descriptor	Citations
3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Small Group Reading Teacher's Guide: 60 Essential Resources: 25
	<b>Presentation of Knowledge and Ideas</b>	
4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Small Group Reading Teacher's Guide: 110
5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Small Group Reading Teacher's Guide: 30
6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	Essential Resources: 17

Standard	Descriptor	Citations
<b>Language Standards</b>		
	<b>Conventions of Standard English</b>	
<b>1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>a.</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Comprehensive Teacher's Guide: 8, 60, 64, 282, 288, 404, 410, 412, 470, 476, 478, 481, 522, 526 Small Group Reading Teacher's Guide: 6, 36, 161, 181, 241, 291
<b>b.</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Comprehensive Teacher's Guide: 206, 212, 214, 456 Small Group Reading Teacher's Guide: 46, 316 Essential Resources: 16
<b>c.</b>	Use verb tense to convey various times, sequences, states, and conditions.	Comprehensive Teacher's Guide: 225, 249, 279, 377, 456, 518, 520, 522 Small Group Reading Teacher's Guide: 86, 96 Essential Resources: 14
<b>d.</b>	Recognize and correct inappropriate shifts in verb tense.*	Comprehensive Teacher's Guide: 225, 249, 279 Essential Resources: 7
<b>e.</b>	Use correlative conjunctions (e.g., either/or, neither/nor).	Writer's Handbook: 29 Essential Resources: 32
<b>2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>a.</b>	Use punctuation to separate items in a series.*	Writer's Handbook: 9 Essential Resources: 8, 24
<b>b.</b>	Use a comma to separate an introductory element from the rest of the sentence.	Writer's Handbook: 9, 10 Essential Resources: 8, 24
<b>c.</b>	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Writer's Handbook: 9, 10 Essential Resources: 33
<b>d.</b>	Use underlining, quotation marks, or italics to indicate titles of works.	Writer's Handbook: 14, 15 Essential Resources: 5

Standard	Descriptor	Citations
e.	Spell grade-appropriate words correctly, consulting references as needed.	Comprehensive Teacher's Guide: 31, 63, 87, 129, 163, 195, 229, 244, 260, 295, 327, 361, 393, 427, 459, 493, 502, 508, 510, 525 Small Group Reading Teacher's Guide: 86, 126, 236, 266
<b>Knowledge of Language</b>		
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Comprehensive Teacher's Guide: 19, 59, 85, 192, 196, 339, 345, 355, 357
b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Comprehensive Teacher's Guide: 79, 247 Essential Resources: 35
<b>Knowledge of Language</b>		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Comprehensive Teacher's Guide: 148, 193, 506, 508, 510, 512
b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Essential Resources: 20, 29, 34
c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Comprehensive Teacher's Guide: 127 Small Group Reading Teacher's Guide: 34, 69, 114, 115, 141
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a.	Interpret figurative language, including similes and metaphors, in context.	Comprehensive Teacher's Guide: 115, 256–257, 454–455, 488–489 Small Group Reading Teacher's Guide: 14, 124, 164, 165, 249

Standard	Descriptor	Citations
<b>b.</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.	Comprehensive Teacher's Guide: 13, 79, 111, 243, 277, 309, 343, 370, 375, 376, 378, 380, 475 Small Group Reading Teacher's Guide: 1, 171, 222, 286, 290
<b>c.</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Comprehensive Teacher's Guide: 140, 146, 148, 150, 158, 172, 178, 180, 238, 244, 246, 513 Small Group Reading Teacher's Guide: 58, 76, 81, 136, 201, 211, 261, 307
<b>6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Comprehensive Teacher's Guide: 8, 14, 16, 18, 24, 26, 40, 46, 48, 56, 58, 74, 80, 82, 90, 92, 106, 112, 114, 122, 124, 140, 146, 148, 156, 158, 160, 172, 178, 180, 188, 190, 206, 212, 214, 222, 224, 238, 244, 246, 272, 278, 280, 288, 290, 304, 310, 312, 320, 322, 338, 344, 346, 354, 356, 370, 376, 378, 386, 388, 404, 410, 412, 420, 422, 436, 442, 444, 452, 454, 470, 476, 478, 486, 488, 502, 508, 510, 518, 520 Small Group Reading Teacher's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317